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ABSTRACT

The State Disadvantaged Child Project provided support for students residing in the Portland Oregon core area. The focus of the project in both "sending" and "receiving" schools was achievement in basic skills. Three special programs received partial support for students largely residing within the core area. These included the Albina Youth Opportunity School, Early Childhood Education Centers, and the Child Development Specialist program. The achievement gains of students in the State Disadvantaged Child Project were smaller during the year than those of District Chapter I students with whom they were compared. A major change in the project this year was more targeting of instruction on specific areas. The Albina Youth Opportunity School Annual Report is appended. (DWH)

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1983-84 EVALUATION REPORT

STATE DISADVANTAGED CHILD PROJECT

IN THE PORTLAND PUBLIC SCHOOLS

Research and Evaluation Dept.
Portland Public Schools
Portland, Oregon
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February, 1985

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STATE DISADVANTAGED CHILD PROJECT

EVALUATION REPORT
1983-84

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6341E

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INTRODUCTION

The State Disadvantaged Child Project begun in 1967 is a major source of supplementary funds used primarily for the basic educational needs of disadvantaged students. Annually, Portland Public Schools has provided $500,000 to the project and the State of Oregon $1 million for a combined total of $1.5 million. The project provides supplementary support primarily for children residing in the low income core area of the District served by ten elementary schools and one high school. Some of these children attend schools outside the core area. In these cases, the concept of "money follows the child" is applied, and funds ordinarily supporting these children are distributed to "receiving" schools to provide additional help for these children. With one exception, the receiving schools did not qualify for ECIA Chapter I funds as did the "sending" schools, so the funds were used to provide similar services to core area children going to these receiving schools.

In addition to providing support for disadvantaged children in District regular school programs, funds are allocated to the Albina Youth Opportunity School (AYOS), Early Childhood Education Centers, and the Child Development Specialist Program at Ball School. Nearly all children enrolled in these programs reside within the low income core area.

This evaluation report is divided into four major sections. The first section includes a brief, overall description of the programs which comprise the State Disadvantaged Child Project: (1) sending school programs; (2) receiving school programs; and (3) special programs. More detailed descriptions of individual school programs are included in the project's proposal to the State. The second section summarizes the achievement data compiled for participating students. The third section includes budgetary information, and the final section is a brief summary.

SECTION I
DESCRIPTION OF PROGRAMS

Sending School Programs

Ten elementary schools and one high school serve students residing within the low income core area of the District. These schools are referred to as "sending" schools because children residing within the boundaries of these school service areas may attend schools outside the core area. All sending school students may benefit from the project, with some benefitting more than others, depending on their needs and the services provided. The sending schools and the number of students in each grade are shown in Table 1. The total enrollment in these 11 schools was about 6,500.

All sending schools also qualify and receive support from the District's ECIA Chapter I projects, so qualifying students in these schools could receive benefit directly or somewhat indirectly from the two sources. Chapter I concentrates its efforts on basic skills development of the educationally disadvantaged; i.e., those performing at levels appreciably lower than their grade level peers. The number of Chapter I students in each sending school is shown in Table 2. The Chapter I enrollment in the sending schools was slightly over 1,700.

Schools used project funds in various ways with some common uses among them. In the elementary schools the funds provided additional teachers and aides, which had the effect of reducing class size and reducing student to adult ratios. By reducing class sizes by several students and providing aides in more classrooms, adult contact with students could be increased considerably. In the middle school and high school, it was possible to provide lower level classes with smaller enrollments, classes which are not ordinarily arranged in most middle and high schools.

TABLE 1

SENDING SCHOOLS TOTAL STUDENT ENROLLMENT STATE DISADVANTAGED
OCTOBER 1983

SCHOOL	GRADE S	PK	K	1	2	3	4	5	6	7	8	TOTAL
Boise	10			36	29	29	28	25				157
Buckman			47	41	37	50	38	41	27	35	32	348
Eliot		105	164	101	75	73	64	22				604
Humboldt	2	44	105	105	74	69	56	59				514
Irvington			86	94	89	85	81	104				539
King		123	149	105	62	63	67	60				629
Sabin		75	125	93	75	81	60	73				582
Tubman									169	171	187	527
Vernon		103	128	80	71	72	69	63				586
Woodlawn		81	125	71	66	52	52	39				486
Total	12	531	929	726	578	574	515	486	196	206	219	4,972

SCHOOL	GRADE S	9	10	11	12	Total
Jefferson	44	413	389	302	279	1,427

S = Special Education
PK = Pre-Kindergarten

TABLE 2

CHAPTER I STUDENT ENROLLMENT IN SENDING SCHOOLS
JUNE 1984

SCHOOL	GRADE S	PK	K	1	2	3	4	5	6	7	8	TOTAL
Boise	5	2	2	39	21	21	25	19				134
Buckman			21		17	22	19	16	11	19	17	142
Eliot		1	4	44	24	28	19	8				128
Humboldt			6	27	33	34	33	26				159
Irvington			7	27	28	14	14	14				104
King		1	17	23	20	27	19	23				130
Sabin			12	42	21	23	16	22				136
Tubman									69	28	19	116
Vernon		26	41	44	43	28	33	29				244
Woodlawn			1	23	21	21	15	14				95
Total	5	30	111	269	228	218	193	171	80	47	36	1,388

SCHOOL	GRADE 9	10	11	12	Total
Jefferson	135	118	68	30	351

S = Special Education
PK = Pre-Kindergarten

Three schools expanded or enriched their curricula by providing teachers for physical education, music, home economics, or industrial arts. A few others accomplished this through field trips or consultants in special programs. Another common use of funds for four schools was in providing for a particular learning system or equipment (computers) for instructional purposes.

Three schools employed a community agent who served as liaison between the school and the community, particularly parents. The purpose was to stimulate parent involvement which, traditionally, has not been extensive for parents of disadvantaged children. The community agent usually assisted with many after school, off campus activities including field trips arranged to enable disadvantaged children to share experiences which most non-disadvantaged children have.

At Jefferson High School, the State Disadvantaged Child Project complemented the school's Chapter I program. Chapter I classes provided instruction in reading and math for low performing students. The State Disadvantaged Child Project provided support for lower level classes in English, social studies, and health. Altogether, there were 20 lower level English classes in which the enrolled students had not yet achieved the minimum graduation standard test score in language usage. Each class had from 12 to 15 students, mostly ninth graders, where grammar and basic writing skills were taught.

In the lower level social studies and health classes, students learned about the same material as students in other classes, but they used material at a lower reading level. Most students enrolled in these lower level classes were also enrolled in Chapter I reading and/or math programs. Instructional support for the lower level social studies and health classes was provided by District general and State Disadvantaged Child Project funds.

In addition to the focus on achievement in academic subjects, Jefferson also attempted to improve behaviors such as attendance and self-image. Behavior management and varied teaching strategies were matched with target students to increase successful learning experiences. By starting with grades 9 and 10 students and continuing, it is anticipated that disadvantaged students will be able to participate more fully in grades 11 and 12.

Receiving School Programs

Eight schools received students from the inner city core area, two with students in grades K to 5 and all but one with students in grades 6 to 8. The schools and the number of students in each grade served by the State Disadvantaged Child Project are shown in Table 3. Altogether, about 375 students were served by the project, with more in grades 6 to 8 than in the lower grades. Only one of the receiving schools met the socio-economic qualification for ECIA, Chapter I support; therefore, in these schools the funds were used in much the same manner as in other Chapter I schools. The main distinction was the qualifications of the students for the project.

TABLE 3

RECEIVING SCHOOL STUDENTS, 1983-84

SCHOOL	GRADE								TOTAL
	1	2	3	4	5	6	7	8	
Ainsworth			4	5	2	3	7		21
Robert Gray							23	9	32
West Sylvan						11	19	11	41
Alameda	10	11	15	20	16				72
Beaumont						21	33	39	93
Binnsmead						6	4	2	12
Fernwood						16	25	33	74
Gregory Heights						7	8	12	27
Total	10	11	19	25	18	64	119	106	372

The selection of students for programs in the receiving schools is based on the students received from the core area sending schools. Lower performing students received from the sending schools comprise the key population; higher performing students may be included for reasons other than their academic achievement. Receiving schools may include local resident students in a ratio not to exceed two resident students to one transfer student -- an arrangement intended to preclude resegregation and promote the objectives of the desegregation program. Most students in the State Disadvantaged Child Project are low achieving students comparable to those in Chapter I programs.

Three schools used all or major portions of their allocations for certified teachers, with one also employing aides. Four more schools used all or major portions of their allocations for aides, with one also employing a community agent and another a consultant from a local university. One school with a small allocation used its funds for educational materials and a computer.

Schools with students in grades K to 5 or grades K to 8 largely included only students in grade 3 and over in their State Disadvantaged programs. Project teachers in these schools worked with targeted students in grades 3 to 5 on basic skills using different instructional materials and strategies in a different context. This instruction was in addition to that the students received in their regular classrooms.

Six of the eight receiving schools were middle schools, and one was a K to 8 school; nearly 80 percent of the project students were in grades 6 to 8. There were essentially two arrangements for these students. Because students in these grades move from classroom to classroom, separate classes or labs with a teacher can be arranged according to achievement level for given subjects. This was the arrangement in the four schools where sufficient funds were available for certified teachers. Two schools used funds only for aides who assisted teachers in basic skills classrooms. One school had achievement level grouping, with the aides assigned to assist in the lower level classes. The other did not, so the aides worked with project students in these basic skills classes. The allocation of funds for the last school was small, so this school used the funds to purchase instructional materials and a computer to be used by project students.

Although most schools had project arrangements in both math and reading/language usage, some had arrangements for only one subject or arrangements for certain grades. Schools accommodated students in other subjects or grades through their general funds. Students were identified in the State Disadvantaged Project by subject, and data are analyzed in this report both by the subject in which they were served and by all subjects for all project students.

In addition to effort directed at improving basic skills achievement, some attention was given to home/school relations and other affective areas in two schools. Specifically, the community agent supported by the project in one school served all administrative transfer students as liaison between their homes and the school. Aides in the classrooms at another school served to promote interpersonal relations and cultural awareness among students. Some schools provided cultural experiences and encouraged transfer student participation in special school or extracurricular activities. Higher achieving transfer students often participated in many of these activities along with other transfer students, but they are not counted as State Disadvantaged Child Project students. These kinds of activities were more directly related to social and affective development rather than to academic achievement.

Special Programs

The special programs to which State Disadvantaged Child Project funds are supplementary allocations include Albina Youth Opportunity School (AYOS), Early Childhood Education Centers, and Child Development Program at Ball School. Each program is unique and serves a different population of students.

Albina Youth Opportunity School -- AYOS is a nonprofit, private alternative school serving students of middle and high school age. It began in 1967 as a storefront school for dropouts. Since then, AYOS has become an alternative to which students who are unable to cope with regular schools may be referred for special intervention. Most of the funds to support AYOS come from sources other than the District.

Students referred to AYOS are largely low achievers with a wide range of behavior problems, many of which have resulted in juvenile court involvement. They have a history of irregular school attendance and problems in school frequently resulting in suspensions and/or expulsions. Many are unable to attend to learning tasks for the duration of a class period and, as a result, are unable to keep pace with regular classes. They are often on the verge of dropping out or being suspended or expelled. These students require services

beyond those the public schools are able to provide, and AYOS is the alternative. The main feature is more individual attention in a small, more compatible group setting.

Besides a state approved basic skills curriculum, AYOS offers concentrated individual counseling, family therapy, and extensive personal attention in class made possible by a low student to teacher ratio. The curriculum included courses in math, language arts, developmental reading, science, physical education, and components of social studies. Several mini courses frequently featuring outside speakers are generally offered each year. Counseling and family therapy was accomplished largely by counselor/advocates and social worker who also utilized resources of various human service agencies. The classes were taught by team teaching, with ten or fewer students per teacher in each of two sessions held each day. About as much attention was devoted to shaping behavior as was devoted to academic achievement.

The primary goal of AYOS is to return students to regular schools, and students were encouraged to do so. When students appeared ready to return, they received assistance and guidance in making the transition. Dual enrollment; i.e., simultaneous enrollment in a public school and AYOS, was an option available to facilitate the process. A more detailed description of the AYOS program may be found in its annual report, which is appended.

Early Childhood Education Centers -- The State Disadvantaged Child Project provides partial funding for the Head Start Program, which involves preschool children of low income families. Head Start is funded by the Department of Health and Human Services through the Administration for Children, Youth, and Families. This year, all classes were located in a public school building, whereas previously, some were located in trailers not on school grounds. The purpose of ECEC instruction is to strengthen language, personal/social, and cognitive skills of disadvantaged children to enable them to succeed subsequently in regular school programs. The curriculum covers nine subject areas: emotional development, social development, language development, cognitive development, large motor development, small motor development, numerical concepts, art, and music. Classroom activities are arranged to

alternate between large and small group activities. Special services of a speech therapist, social service aide, and bus aide, backed by a variety of social service agencies are also provided.

Parent involvement is especially encouraged, recognizing that parents are a strong influence on the educational outcomes of their children. Time is made available for teachers to work with parents, and home visits are required, particularly at the beginning of the school year.

Child Development Specialist (Ball School) -- The Child Development Specialist (CDS) program at Ball School is an integral part of the District's elementary guidance and counseling plan involving 20 schools with the services of a child development specialist. As part of a larger District project, the Ball School program must comply to the regulations and guidelines of the project which, in turn, must comply with the regulations and guidelines of the Oregon Department of Education which supports the project. Besides programmatic compliance, the Ball School specialist and principal along with other schools must submit periodic reports, at least annually and semiannually, to the District and hence to the State.

Goals and objectives for the Ball School program relate to students, instructional staff, management, parents, and community agencies and organizations. The collective purpose of the involvement of these individuals and groups is to enable students to achieve socially, emotionally, and academically by providing for needs particularly in the social/emotional areas. This effort also includes attention to physical needs, e.g., vision, dental, to the extent such needs interfere with student achievement. Specific functions of the CDS are to provide counseling and consultation, conduct classroom sessions, train staff members, and provide or obtain various services as needed.

SECTION II
ACHIEVEMENTS OF THE PROJECT

The achievements of the State Disadvantaged Child Project are presented in terms of the programs which comprise the Project. This section is divided according to the programs described in Section I.

Sending School Programs

Generally, all students in the sending schools benefit from the services provided through the State Disadvantaged Child Project. One evaluation compares the performances of the students enrolled in the sending schools with those of District students in each grade -- the latter group viewed as a normative population. The sending schools also have Chapter I programs which serve students who meet the qualifications for services in basic skills instruction. The second evaluation compares the performances of these Chapter I students with those of the State Disadvantaged Child Project students attending receiving schools and also with those of other Chapter I students in the District -- all three groups meet similar qualifications for services in basic skills instruction.

Comparable achievement data across all sending schools were obtained from the Districtwide testing program which uses the Achievement Levels Tests in reading, math, and language usage for grades 3 to 8. In interpreting the results, it should be noted that all but one of the ten elementary sending schools had students in grades 3 to 5, and only two schools had students in grades 6 to 8, one being a middle school. Therefore, the data are fairly representative of core area students in grades 3 to 5 but may not be entirely representative for grades 6 to 8. Table 1, presented earlier, shows a considerably smaller number of students in grades 6 to 8 than in the lower grades, indicating that many students of middle school age residing in the core area do not attend one of these two sending schools.

Achievement results, expressed in terms of RIT scores[1], comparing the performances of the sending school students with those for the remaining students in the District and with all District students are shown in Table 4.

The results in Table 4 show the Fall and Spring scores of the sending schools are below those for the total District and other students in all grades and in all three subjects, with the exception of grade 7 in Fall for all subjects and Spring in reading. The project provides supplementary support for sending schools whose students have historically scored below the District averages, and the need for the support remains. In terms of gains during the 1983-84 school year, those of the sending schools are nearly all much larger than the gains of the previous three years, but with the exception of reading, they are a little smaller than those of the other comparison groups. The gains seem to be a bit overshadowed by the larger gains of other District students. In other words, sending school students gained more during the year than they did in past years, but the gains were a little smaller than District averages.

All sending schools also had Chapter I programs, and it seemed possible that achievements of students in these programs might have been greater with the additional support. Table 5 contains results comparing the performances of Chapter I students in the sending schools with those of other District Chapter I students and with project students in receiving schools who, like Chapter I students, received help in a given subject. Another comparison group is comprised of all project students in the receiving schools who received any benefits from the project.

The gains of Chapter I students in grades 3 to 5 of the sending schools were all smaller than those of other Chapter I students in reading and math, but in language usage, their gains were larger in grades 4 and 5. It should be noted, however, that only a small number of schools had Chapter I language usage programs. In grades 6 to 8, the gains of the sending school students

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[1] RIT scores are equal interval scale scores derived by a special calibration technique commonly referred to as the "Rasch Model." The valid score range of the current tests is about 140 to 270.

TABLE 4

ACHIEVEMENT RESULTS FOR SENDING SCHOOLS, OTHER DISTRICT SCHOOLS, AND TOTAL DISTRICT, 1983-84

GRADE	GROUP	READING RIT N	READING RIT FALL	READING RIT SPRING	READING RIT GAIN	MATH RIT N	MATH RIT FALL	MATH RIT SPRING	MATH RIT GAIN	LANGUAGE USAGE RIT N	LANGUAGE USAGE RIT FALL	LANGUAGE USAGE RIT SPRING	LANGUAGE USAGE RIT GAIN
3	Sending	470	185.64	193.50	7.86	473	180.10	191.85	11.75	461	189.90	194.58	4.68
	Other	2,412	188.89	197.37	8.48	2,484	184.36	196.12	11.76	2,399	192.43	198.39	5.96
	Total	2,882	188.36	196.74	8.38	2,957	183.68	195.44	11.76	2,860	192.02	197.78	5.76
4	Sending	412	192.13	201.10	8.97	411	193.12	202.08	8.96	413	193.93	202.72	8.79
	Other	2,353	195.51	203.97	8.46	2,370	196.50	206.40	9.90	2,336	197.14	205.38	8.24
	Total	2,765	195.01	203.54	8.53	2,781	196.00	205.76	9.76	2,749	196.66	204.98	8.32
5	Sending	393	197.99	205.11	7.12	394	200.20	207.74	7.54	394	198.18	205.77	7.59
	Other	2,477	202.89	210.60	7.71	2,492	205.92	213.65	7.73	2,467	203.78	211.38	7.60
	Total	2,870	202.22	209.85	7.63	2,886	205.14	212.84	7.70	2,861	203.01	210.61	7.60
6	Sending[1]	161	206.43	213.27	6.84	160	208.31	215.48	7.17	157	206.57	212.67	6.10
	Other	2,663	208.47	214.87	6.40	2,699	211.42	219.91	8.49	2,683	208.34	214.97	6.63
	Total	2,824	208.35	214.78	6.43	2,859	211.25	219.66	8.41	2,840	208.24	214.84	6.60
7	Sending	156	215.78	220.26	4.48	158	218.32	224.93	6.61	157	211.90	217.62	5.72
	Other	2,939	213.73	219.02	5.29	2,958	217.90	225.56	7.66	2,933	211.86	218.68	6.82
	Total	3,095	213.83	219.08	5.25	3,116	217.92	225.53	7.61	3,090	211.86	218.63	6.77
8	Sending	178	215.63	221.19	5.56	179	220.61	225.67	5.06	174	212.48	217.91	5.43
	Other	3,179	219.19	224.46	5.27	3,169	224.21	231.71	7.50	3,160	215.57	223.15	7.58
	Total	3,357	219.00	224.29	5.29	3,348	224.02	231.39	7.37	3,334	215.41	222.88	7.47

[1] Only two sending schools had students in grades 6 to 8 resulting in the smaller N in these grades.

TABLE 5

ACHIEVEMENT RESULTS FOR CHAPTER I STUDENTS IN SENDING SCHOOLS,
CHAPTER I STUDENTS IN OTHER CHAPTER I SCHOOLS,
PROJECT STUDENTS IN RECEIVING SCHOOLS RECEIVING HELP,
AND ALL PROJECT STUDENTS IN RECEIVING SCHOOLS[1]

GRADE	GROUP	READING RIT				MATH RIT				LANGUAGE USAGE RIT[2]			
		N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN
3	Sending Ch-I	175	171.17	183.44	9.27	105	171.93	183.00	11.07	41	182.63	186.00	3.37
	Other Ch-I	401	171.13	183.15	12.02	288	170.60	183.09	12.49	47	181.13	191.06	9.93
	Receiving Help	9	182.89	191.67	8.78	9	174.33	181.89	7.56	---	---	---	---
	All Receiving	16	181.44	190.38	8.94	17	175.06	183.41	8.35	14	187.07	193.79	6.72
4	Sending Ch-I	164	181.87	190.82	8.95	117	183.10	192.52	9.42	41	186.15	196.83	10.68
	Other Ch-I	354	178.36	187.38	9.02	312	182.24	192.09	9.85	48	181.35	190.56	9.21
	Receiving Help	7	176.29	180.57	4.28	22	183.18	189.45	6.27	6	182.17	185.83	3.66
	All Receiving	23	194.65	196.43	1.78	24	184.04	190.21	6.17	24	189.12	194.04	4.92
5	Sending Ch-I	130	186.07	194.59	8.52	110	189.05	197.17	8.12	37	188.54	196.62	8.08
	Other Ch-I	309	186.77	195.50	8.73	279	190.24	199.46	9.22	27	186.04	191.11	5.07
	Receiving Help	---	---	---	---	17	191.41	198.82	7.41	---	---	---	---
	All Receiving	17	196.24	199.35	3.11	17	191.41	198.82	7.41	11	196.24	202.35	6.11
6[3]	Sending Ch-I	48	191.31	199.40	8.09	52	195.69	203.17	7.48	32	195.56	202.34	6.78
	Other Ch-I	280	190.07	197.71	7.64	288	193.74	202.59	8.85	39	193.54	199.64	6.10
	Receiving Help	50	195.06	199.50	4.44	33	196.18	204.18	8.00	40	197.45	201.72	4.27
	All Receiving	61	196.66	200.72	4.06	63	198.08	204.83	6.75	61	198.38	202.72	4.34
7	Sending Ch-I	26	191.73	195.69	3.96	28	196.68	200.04	3.36	25	191.52	195.12	3.60
	Other Ch-I	314	194.51	200.99	6.42	277	200.59	208.14	7.55	46	199.72	205.28	5.56
	Receiving Help	76	199.47	204.58	5.11	66	206.44	213.32	6.88	63	202.19	207.29	5.10
	All Receiving	109	201.43	206.68	5.25	109	204.44	210.50	6.06	113	202.50	207.80	5.30
8	Sending Ch-I	20	190.20	199.55	9.35	21	197.48	206.48	9.00	22	195.59	198.55	2.96
	Other Ch-I	279	200.32	207.24	6.92	299	206.04	211.73	5.69	45	205.11	209.58	4.47
	Receiving Help	78	203.95	208.97	5.02	55	207.87	212.71	4.84	68	204.03	209.37	5.34
	All Receiving	91	205.73	211.01	5.28	92	208.91	213.30	4.39	89	204.06	209.85	5.79

1 Chapter I and receiving help scores include only students receiving supplementary help in a given subject.

2 Only five sending schools had Chapter I language usage programs.

3 Only two sending schools had students in grades 6 to 8 resulting in smaller N for these grades.

were smaller in more grades in math and language usage but larger in more grades in reading. The distinction between grade level groups was made because only two schools had students in grades 6 to 8.

Compared to students in the receiving schools, the Chapter I students in nearly all grades in the sending schools made larger gains in reading and math. In language usage, where there were smaller numbers of students involved in the subject, receiving school students tended to do better, especially in grades 7 and 8. Overall as a group, the gains of Chapter I students in the sending schools were somewhat mixed to slightly better than those of receiving school students.

Chapter I students in some sending schools made rather large gains compared to their peers in other Chapter I schools, but in others, the gains were among the smallest. In other words, the range of gains among the sending schools was large, with the averages for the group as a whole falling slightly below the average gains of the other Chapter I students.

By graphing the scores obtained by the different groups the last five years, comparing across grades and subjects, and tabulating how frequently the gains of one group are larger or smaller than another, it is possible to examine the reliability or consistency of group performances. The graphs for reading and math are shown in Figures 1 and 2, respectively. Results for language usage were not graphed because so few schools had Chapter I programs for this subject.

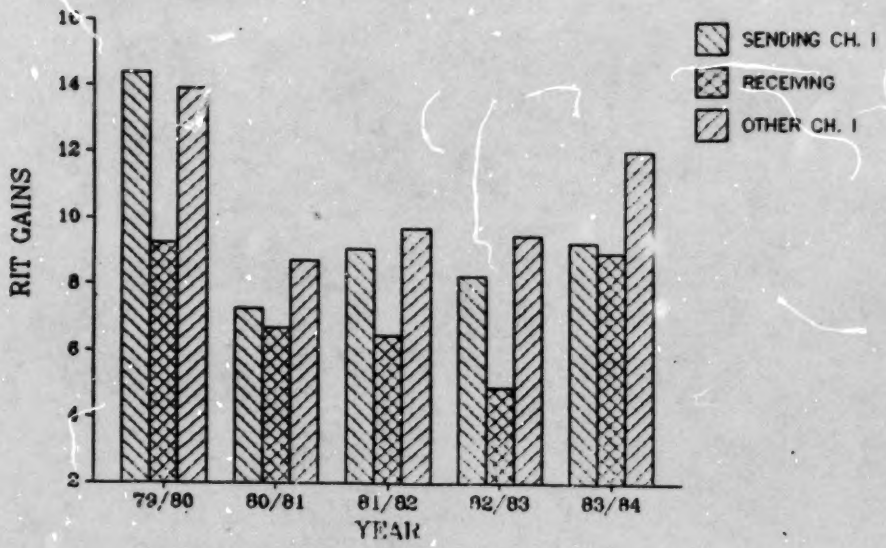
Comparisons of the gains of the sending school Chapter I students with those of the receiving school students showed that 39 were higher and 21 were lower -- a difference that is significant ($p < .05$) as determined by sign test. Similar comparisons of the sending school gains with those of the other Chapter I students showed only 18 were higher and 42 were lower -- a difference that is significant ($p < .01$) as determined by sign test.

At Jefferson High School, project funds enabled the school to offer skill level classes in English, social studies, and health, as mentioned earlier. A majority of the students in these classes are also enrolled in the school's

FIGURE 1 - Reading Achievement Gains of Sending Chapter I, Receiving, and Other Chapter I Students for Last Five Years.

READING: GRADE 3

FALL TO SPRING GAIN



READING: GRADE 4

FALL TO SPRING GAIN

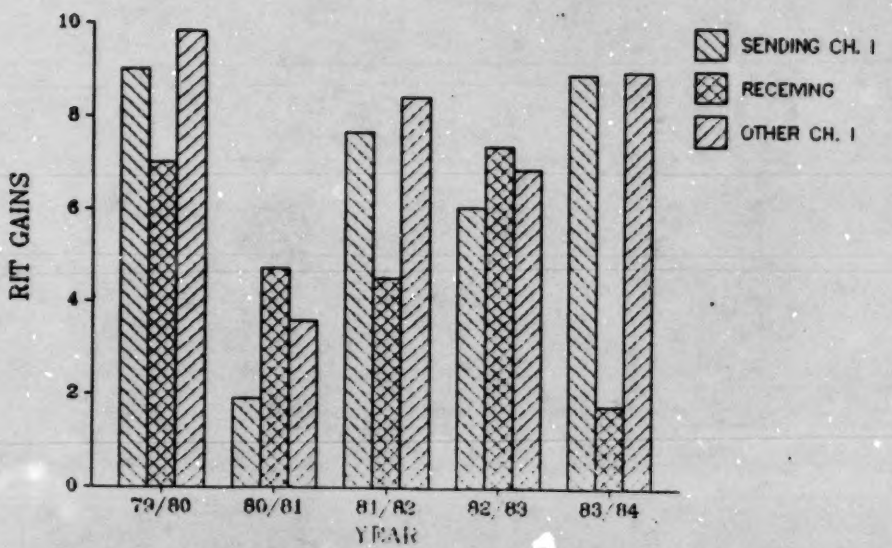
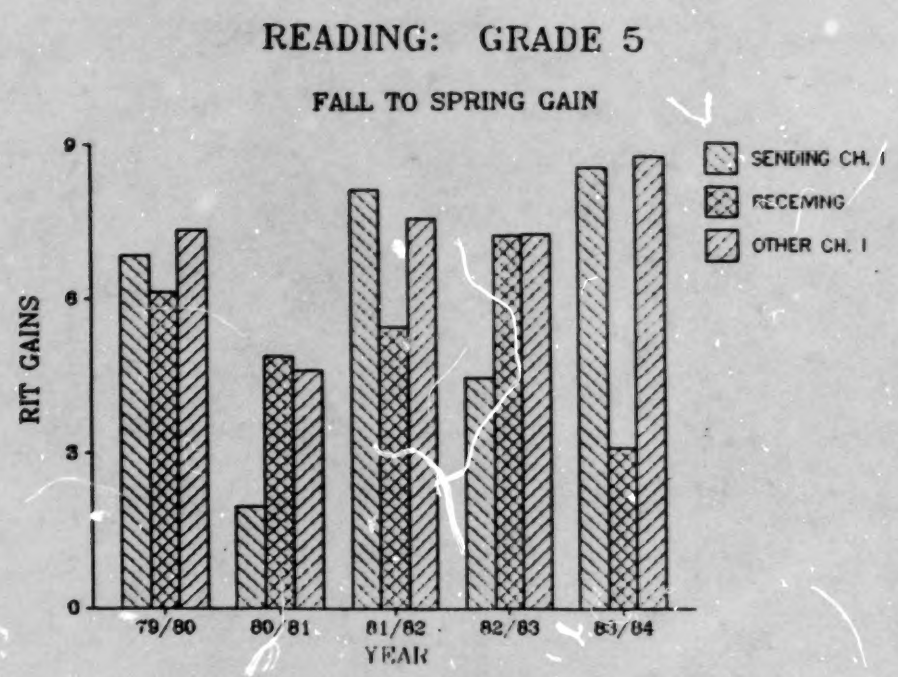


Figure 1 CONT'D



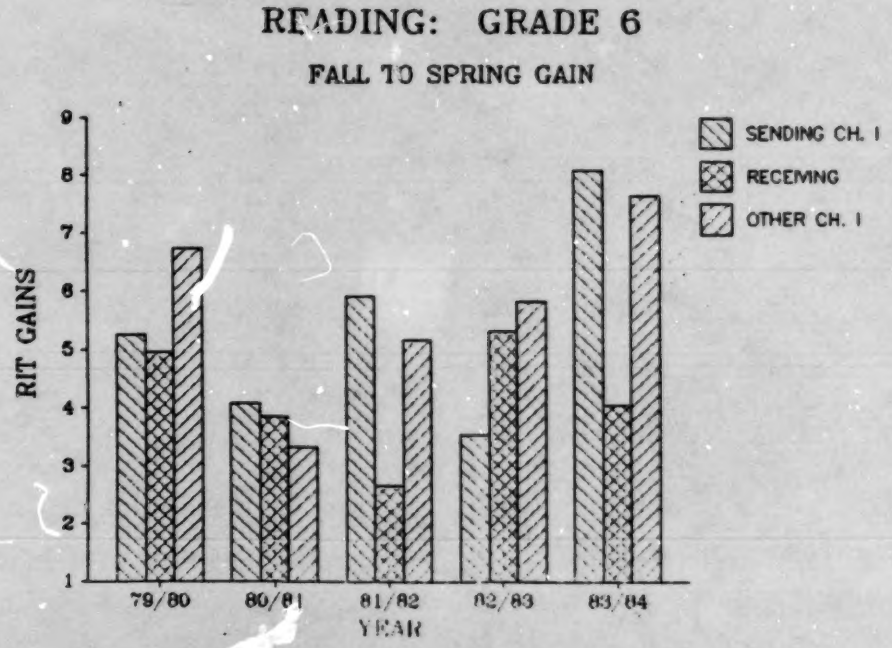
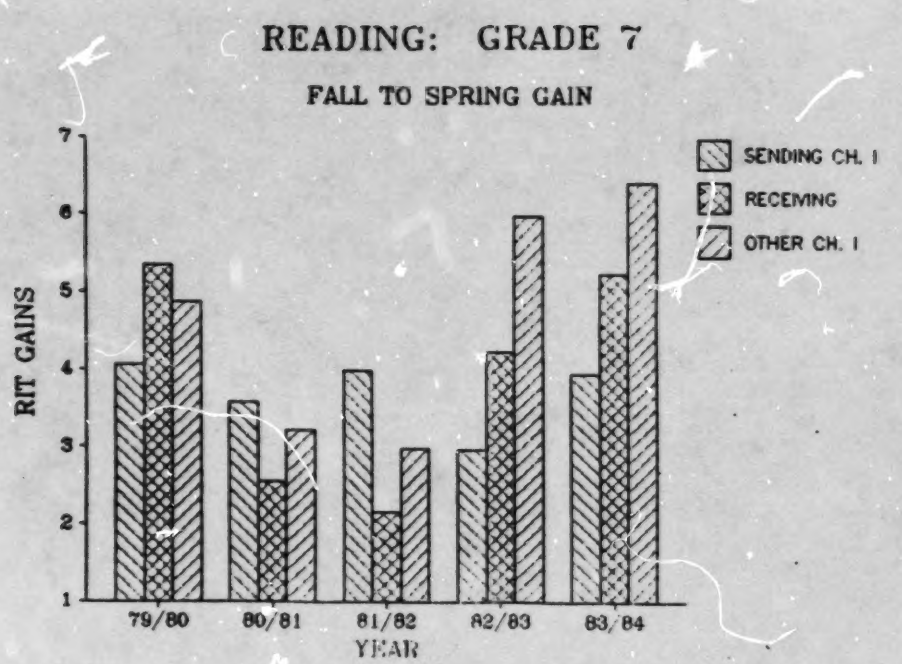


Figure 1 CONT'D



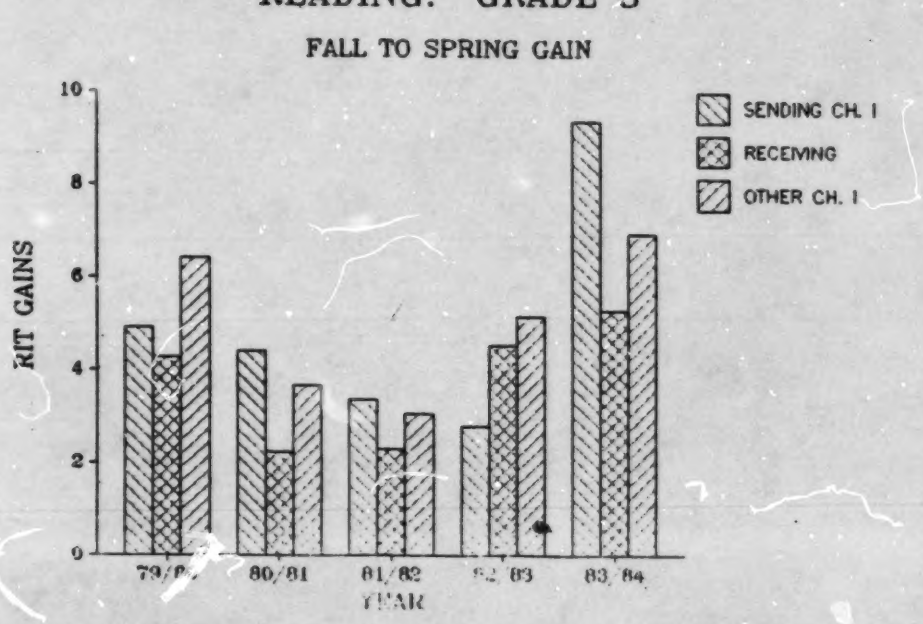
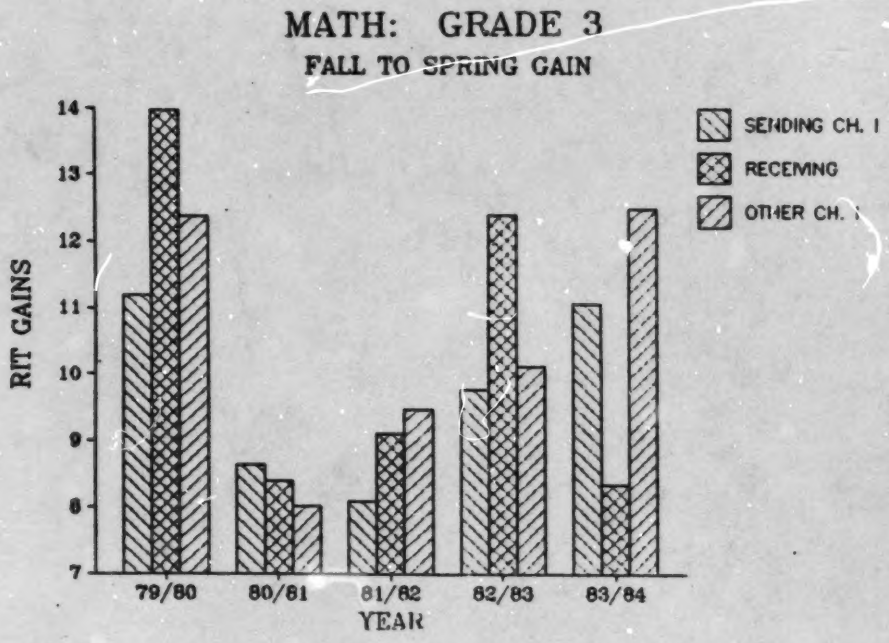


FIGURE 2 - Math Achievement Gains of Sending Chapter I, Receiving, and Other Chapter I Students for Last Five Years.



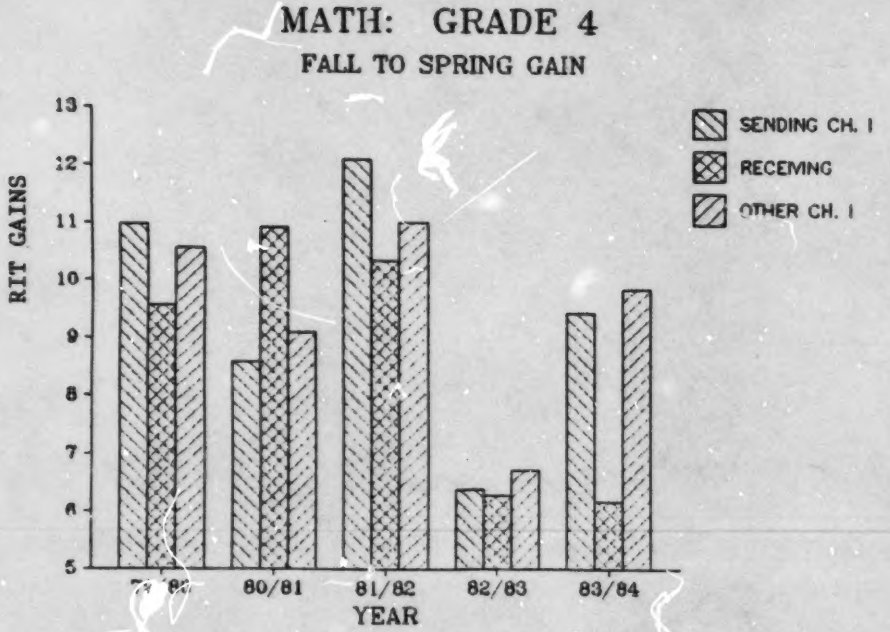
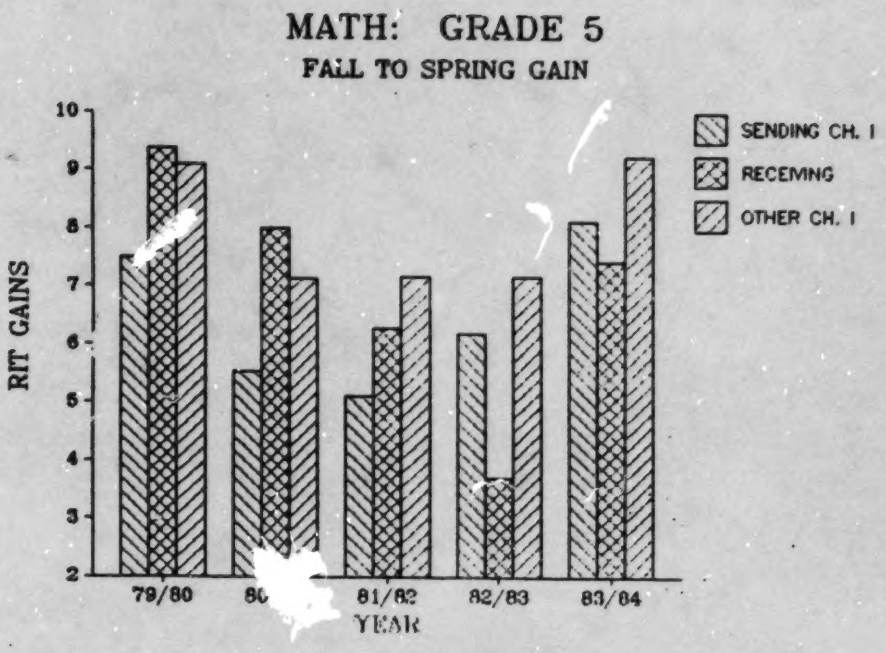


Figure 2 CONT'D



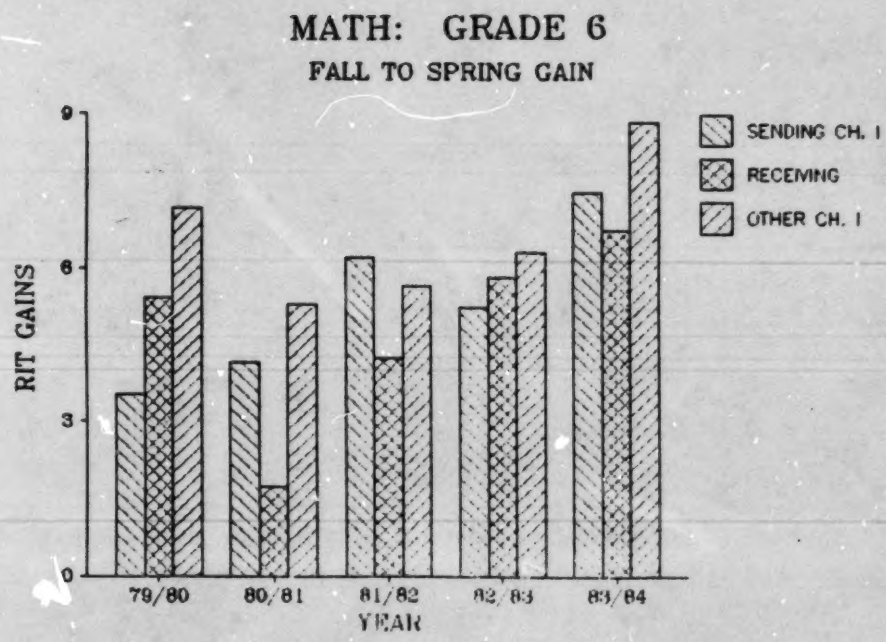
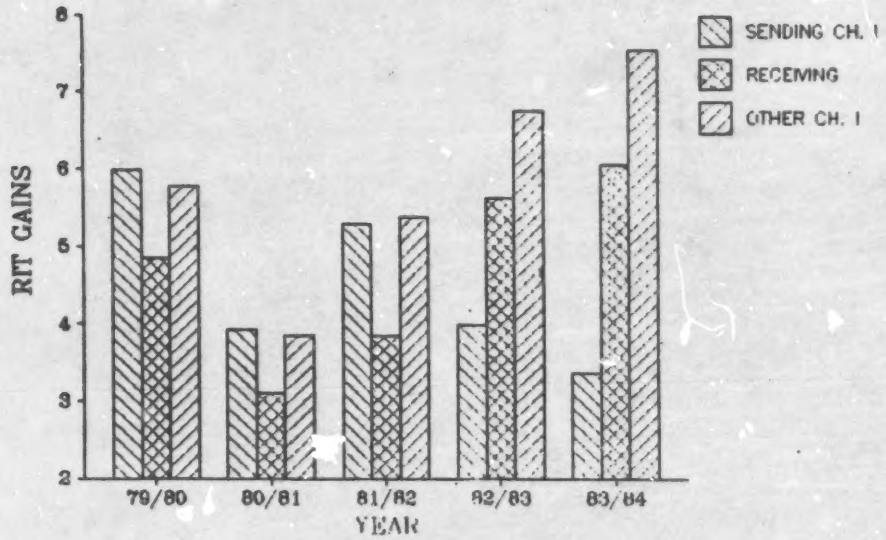


Figure 2 CONT'D

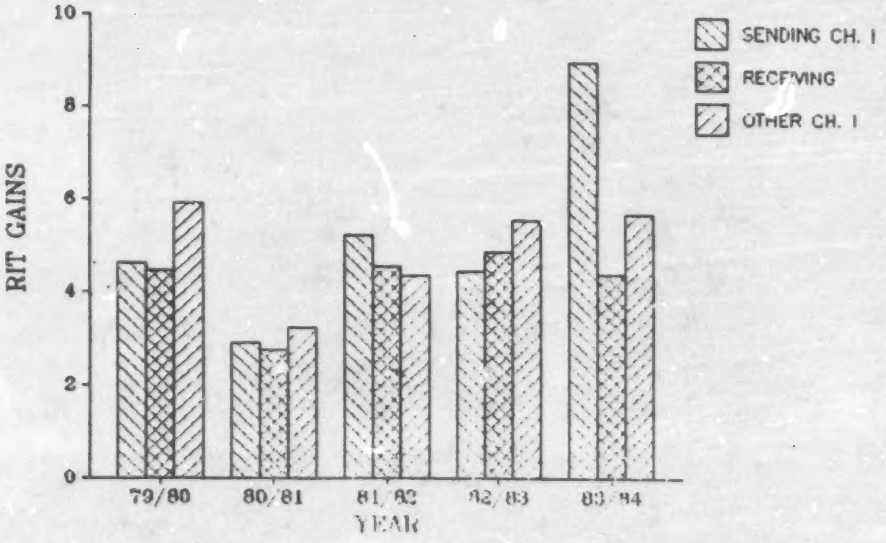
MATH: GRADE 7

FALL TO SPRING GAIN



MATH: GRADE 8

FALL TO SPRING GAIN



Chapter I reading and/or math programs. Because reading and language skills are predominantly emphasized in these skill level classes, it seemed reasonable to examine the reading scores of Chapter I students.

Achievement levels tests were administered in Fall 1983 and Spring 1984 to all Chapter I students. Comparisons of the reading scores of Jefferson Chapter I students with those of Chapter I students in the other two high schools combined seemed appropriate for evaluation purposes. Results for the comparisons are shown in Table 6.

TABLE 6

READING RIT SCORES FOR JEFFERSON AND
OTHER HIGH SCHOOL CHAPTER I STUDENTS, 1983-84

GRADE	GROUP	N	FALL RIT	SPRING RIT	GAIN RIT
9	Jefferson	54	206.13	208.91	2.78
	Other H.S.	79	203.54	207.51	3.97
10	Jefferson	35	202.00	206.03	4.03
	Other H.S.	36	206.39	207.89	1.50
11	Jefferson	24	198.67	200.38	1.71
	Other H.S.	15	207.20	209.27	2.07
12	Jefferson	10	200.20	204.80	4.60
	Other H.S.	21	204.71	207.38	2.67

In the 1982-83 school year, Jefferson Chapter I students generally made smaller gains than their peers in the other schools, but during the 1983-84 school year their gains are a little smaller in grades 9 and 11 but larger in grades 10 and 12. Apparently the skill levels classes did not influence reading achievement appreciably, but together with behavior management, there could be some positive effect. Data on affective changes could be useful, and an attempt to obtain such data is planned for 1984-85.

Receiving School Programs

Table 3 showed a total of 372 students in grades 1 to 8 were identified as State Disadvantage Child Project students in the eight receiving schools. The number of students in each school, and especially in each grade, was too small for reasonable interpretations for grades within each school, so data were pooled across the schools for analysis. The results are included in Table 5 along with those for Chapter I students in the sending schools and remaining District Chapter I students. Results for receiving school students are presented in two groups: (1) results for project students who specifically received supplementary instruction in given subjects like Chapter I students; and (2) results for project students as a group whether or not they received supplementary instruction in the subjects. The results for the latter group can be compared to those reported for project students in earlier years.

In nearly all grades and in all three subjects, the gains of the receiving school students were smaller than those of the other Chapter I students. It should be noted that, like Chapter I students, the receiving school project students were selected on the basis of lower achievement test scores; however, their Fall scores were generally higher than those of Chapter I students -- quite noticeably higher in some subjects for some grades. Districtwide, gains of students with higher RIT scores are smaller than students with lower scores, e.g., eighth graders versus third graders; therefore, receiving school students might be expected to make smaller gains, but they should only be slightly smaller. Their average Fall scores are lower than District averages, indicating they were appropriately selected for project support.

Results in Figures 1 and 2 were examined to determine the consistency in the performances over the last five years. As indicated earlier, the gains of the receiving school students were more frequently smaller than those of sending school Chapter I students. Similar comparisons of the receiving school gains with those of the other Chapter I students showed only 12 were higher and 48 were lower ($p < .01$). In general, the five year results tend to show that project students in the receiving schools made smaller gains than similar students in Chapter I programs. Some caution in this interpretation is noted

because in the years 1979-80 to 1982-83 project students in receiving schools were not identified specifically as receiving supplementary instruction in reading or math through the project.

Special Programs

Albina Youth Opportunity School (AYOS) -- During the 1983-84 school year, AYOS enrolled 102 students. The year-end report submitted by AYOS (Appendix A) provides information on the educational program, various student characteristics (e.g., ethnic origin, living arrangements, juvenile court involvement, CSD/AFS involvement, reasons for leaving public schools, last school attended), student achievements, and various services provided by the project.

A majority of the students was Black (82 percent) and male (60 percent) in the age range of 14 to 16 years (87 percent). About a third of their families received CSD/AFS assistance, and half lived with a single parent. Virtually all students came from District high schools or middle schools. For slightly over half, the major reason for leaving public schools was academic/nonattendance problems. Seventeen percent were suspended or expelled from public schools, and nearly 40 percent had prior involvement with juvenile courts.

Average daily attendance was 76 percent, which is a healthy increase from earlier years' averages of about 65 percent. Teachers attribute this increase largely to closer supervision made possible by team teaching. Because AYOS receives students at various times during the year and attempts to facilitate their return to regular schools as soon as they are ready, most are not enrolled for the full school year. Students are generally expected to remain enrolled at AYOS until the end of a grading period, so the average is about six months, with some remaining for a full year.

High school students were graded for their work and received credit by meeting AYOS criteria for regular attendance and completion of work assignments. End of the year records indicated that 55 percent resulted in return to regular schools or other satisfactory placement such as GED program, Job Corps, or community college.

AYOS continues to offer its alternative education program to students as it has been doing for the past 18 years. There have been some changes each year over the past few years, but none have been made to alter the program and outcomes for students appreciably. It should be noted that in February 1983 another institution, the Portland Opportunities Industrialization Center (POIC), began accepting students much like those of AYOS with some from the same neighborhood high schools. Enrollment of students at POIC has not affected the enrollment at AYOS appreciably. There is now a total of six private elementary and secondary alternative schools registered with the Department of Education to serve Portland youths -- four are located within the District boundaries and one each located in Gladstone and Beaverton.

Early Childhood Education Centers (ECEC) -- The ECEC's receive most of the funds for their preschool programs from the Department of Health and Human Services Administration for Children, Youth, and Families. Evaluations are conducted jointly by the Region X Office and the program. The program prepares its own self-evaluation according to Federal guidelines, and each year, the Region office visits for observations and reviews. The evaluations include compliances with various, and numerous, administrative requirements as well as student data and performances.

Each year a total of about 300 students are served. Established requirements for the number of handicapped students (minimum of 10 percent) and number above the accepted poverty level (maximum of 10 percent) must be met. Each year about 50 percent of the students are Black, 30 percent White, and the remaining 20 percent are largely Southeast Asians.

The educational program consists of small and large group activities involving numerical, verbal, social, small and large motor, and fine arts skills. Although attention to these skills is apparent, the primary purpose is to

better prepare students for future instruction. For 1983-84, classroom sites were consolidated into two sites rather than three as in previous years, and these sites are more suitable for the preschool program. The current arrangement remains for 1984-85.

Child Development Specialist (Ball School) -- The program at Ball School was started in 1983-84. The school is one of 20 District schools with a specialist participating in this program which is supported by the State. The Ball School program is only partially supported by the State Disadvantaged Child Project. The purpose of the CDS program is to assist students by identifying and dealing with health and physical problems (e.g., vision, dental, general health) as well as with social/emotional ones. In some activities, all students are involved, and in others, only those with identified needs are involved.

At the beginning of the school year, a multiphasic screening of dental, visual, and general health for all students was conducted by eight local doctors who volunteered their services. Parents of those with problems were contacted, and conferences were held to determine ways to deal with these problems. About 44 percent of the students were found to have dental problems, and 38 percent had visual problems. CDS and Ball staff provided information on community organizations and agencies as resources where such assistance was necessary.

After the screening was completed and these needs addressed, the CDS specialist began to implement the activities of the school's self-manager program and other services. The specialist circulated to all classrooms and involved students in directed guidance activities once a week. Teachers followed up on these activities during the week to reinforce the lesson or concept. School records showed that some form of guidance activity occurred almost daily in grades K to 2 classrooms and at least once a week in grades 3 and 4 classrooms.

Teachers at Ball School also supported the program by attending inservice sessions conducted by the specialist, and they also received consultation in a way which was unique to the program. Sessions on topics such as modeling

methods and problem solving were held. Summary records submitted to the State for the period of January 1984 to December 1984 showed that six formal inservice sessions were held with nearly all Ball School teachers attending every session. The records also showed nearly 200 consultations were held with teachers -- an average of over one per day.

Parents were also involved with the CDS program by attending 24 activities during the year. Records showed a total of 168 attended during the year -- an average of about seven per activity. Major topics such as child abuse, Make and Take, and preschool experiences were included. Consultation was also provided to parents with a total of 275 sessions held -- an average of nearly two per day.

As indicated above, the CDS program contacted community service agencies and made referrals to them. Altogether, about 70 contacts and referrals were made with the DeLaunay Mental Health Center, North Youth Service Center, Portland Optometric, and nurses of the Multiservice Center identified as the major referral agencies.

The Ball School CDS project submits a detailed status report to the District CDS project coordinator who in turn submits reports to the State twice yearly. The information provided above reflects only highlights from two reports submitted during the last calendar year.

SECTION III
PROGRAM BUDGET

The distribution of the total budget for schools and programs is shown in Table 7. Of the total budget, 71.3 percent was allocated to the sending schools, 11.2 percent to the receiving schools, 8.9 percent to the special programs, and 8.6 percent to program support. Based on the allocations to the schools, the average cost per project student in the sending schools, which includes all students attending these schools, was about $170. The average cost per project student in the receiving schools was about $450.

TABLE 7

ACTUAL BUDGET DISTRIBUTION FOR STATE DISADVANTAGED CHILD PROJECT

SENDING SCHOOLS		RECEIVING SCHOOLS	
SCHOOL	ALLOCATION	SCHOOL	ALLOCATION
Boise	$ 118,006	Ainsworth	$ 7,150
Buckman	59,629	Alameda	24,200
Eliot	66,755	Beaumont	46,200
Humboldt	113,876	Binnsmead	17,600
Irvington	65,883	Fernwood	40,150
Jefferson	180,696	Robert Gray	11,000
King	135,914	Gregory Heights	15,950
Sabin	71,304	West Sylvan	6,050
Tubman	87,337	Total	$168,300
Vernon	105,496		
Woodlawn	94,237		
Total	$1,099,133		

Special Programs:

Albina Youth Opportunity School		$ 33,300
Early Childhood Education		77,682
Child Development Program - Ball School		22,401
	Total	$133,383

Program Support:

Pupil Services		$46,684
Grants Management/Support		45,000
Evaluation Department		7,500
	Total	$99,184
Total Allocation		$1,500,000

SECTION IV
SUMMARY AND COMMENTS

The State Disadvantaged Child Project provided support largely for students residing in the Portland core area served by ten elementary schools and one high school. Resident students transported to eight schools outside the core area received instruction in a similar fashion as Chapter I in their respective receiving schools. About 6,500 students attended the core area sending schools, and 372 more attended the eight receiving schools. A common focus of the State Disadvantaged Child Project in sending and receiving schools was achievement in the basic skills.

Partial support was provided to three special programs which served special groups of students largely residing within the core area. One was an alternative education program with emphasis on basic skills, a second was a preschool program largely for low income children, and a third was for the Child Development Specialist program in a school with a large portion of families of low income students. About 600 more students were involved to a significant extent with these programs. Altogether, about 7,500 students were served by the State Disadvantaged Child Project.

The central focus of most programs was basic skill achievement with the bulk of the evaluation data obtained from the Districtwide testing program for grades 3 to 8. In general, RIT score achievement gains of students in the State Disadvantaged Child Project were smaller during the year than those of District Chapter I students with whom they were compared. Chapter I gains in 1983-84 were quite large. The gains of project students were fairly comparable to those of the District. Although project students appeared to make satisfactory gains this past year in terms of achievement scores, they appeared to be overshadowed somewhat by the rather large gains of District Chapter I students.

Schools, especially receiving schools, varied in the program arrangements for their project students, and achievements of the students likewise varied considerably from school to school. Each year, test results for individual

schools are reviewed with school personnel to try to determine areas for improvement. A major change this year was more targeting of instruction on specific subject areas in more of the same fashion as Chapter 1. Students were identified as receiving supplementary instruction in given subject areas.

APPENDIX

END-OF-THE YEAR REPORT

SUBMITTED TO

SCHOOL DISTRICT NO. 1

Submitted by the
ALBINA YOUTH OPPORTUNITY SCHO
To the Office of
Ernest Hartzog
Assistant Superintendent
July 3, 1984

The Albina Youth Opportunity School (AYOS) is a private non-profit alternative school that has been in existence for 18 years. It was founded in 1967 as a store front "street school" reaching out to youth comprised of Albina's "street culture". A need for a place serving high risk youth prompted the cooperative effort of School District #1, The Greater Council of Churches an Juvinile Court Councelor Frank Fair to facilitate what is now known as AYOS. Over the past 17 years the Public School System, State Children's Services Division and the Juvinile Courts have significantly increased their utilization of AYOS as an educational resource, referring students who have not been able to continue in the public school system without intervention.

In providing this critical service to the community, AYOS has set realistic goals to help the students improve their academic skills and help them learn the social survival skills they need to survive in school, the world of work and society. Individualized basic skills instruction, recreational activities and work experience opportunities are the tools that AYOS uses to reach these students. The critical dedication and commitment that the staff demonstrates as a means of reaching the student have benefitted all. These students leave AYOS with a better understanding of how to function in the real world. Since its inception AYOS has assited more than 2000 youth toward high school graduation and granted more than 2400 credits. Each year between 120 and 140 students aged 12-18 are served by the program.

Last years statistics indicated that 125 students attended AYOS of those:

- 74 % were black
- 86 % were referred because of truancy and academic failure
- 27 % had a court history
- 35 % recieved public assistance
- 59 % were from single parent households
- 22 % were learning disabled
- 7 % were listed as behavior problems
- 93 % were unemployed

This year 102 students were enrolled in AYOS of those:

- 82 % were black
- 70 % were referred because of truancy and academic failure
- 39 % had a court history
- 32 % recieved public assistance

- 49 % were from single parent households
- 8 % were learning disabled
- 8 % were listed as behavior problems
- 97 % were listed as unemployed

Ayos is tuition free and our students remain an average of two grading periods. During enrollment, goals are set reguarding academic and behavior improvements and transitioning expectations are discussed. Keeping in mind that these youngsters have exhausted all public school resources, AYOS fulfills the need of an alternative enviornment for making academic adjustments with supervision. As evidenced by our statistics, many of the students are chronically truant, have dropped out or been expelled and are three to four years behind their peers academically. These students have been labled as being "behavior problems", "slow learners" or "disruptive students"although they have average to above verage intelligence. Their attitude precludes success. Traditional school approaches for these students have usually been devoted to a more caring enviornment, a lessening in demands or intensified tutorial aid. These approached ignore the cyclical relationship of self defeating belief and behaviors, and simply reinforce and prolong the students failure to achieve. All children in school are educable. Our staff have high expectations for student achievement (for success), our expectation that we function at the highest levels of efficiency and effectiveness and we do not expect less from our students.

Some general characteristics of our students are:

- Negative self image
- Poor health and nutrition
- Low English language concept development
- Low level intrinsic motivation

A socio economic study reveals that students come from:

- Low income
- High percentage are minority
- Inner city
- High crime rate area
- Single parent family or wards of the court
- Many live in foster care
- Many have prior court involvment

When one studies our school, what you find is a flexible, orderly, consistent and persistent instructional program. High expectations are a requirement--school climate is conducive to business at hand--student achievement is top most priority and takes precedent over all other activities--a one on one team teaching method.

BEST COPY AVAILABLE

Basic skills instruction is the concentration of the teachers efforts since many of the students are three to four years behind their grade levels. Classes include:

- Reading
- Language arts
- Math and personal finance
- History
- Government
- Social studies and community problems

In addition, our students are involved in a Critical Thinking/Writing program in which they provide the most essential ingredient in planning. Thinking and writing assignments are the media by which the students are taught to think critically. By writing a daily journal, the student has a way of recording his thinking and judging personal and intellectual growth. Encouraging the development of social skills, study skills and and academic skills through the assignments are a way of students revealing their thinking and from this a way of students developing additional assignments. These students need instructional experiences focusing on critical thinking. Although academic failure may be the immediate cause of the students not making it, their problem is often related to not being exposed to creative problem solving.

The five major components of the Critical Thinking/Writing pourse are:

1. Unedited journal assignments--this pertains to taking care of self, setting and analyzing goals.
2. Lessons on critical thinking topics may include; problem solving, rules and regulations, proceedures, classroom conduc self made traps.
3. Integration questions--these are presented after a lesson. and should deal with the way the lesson was presented or the way the lesson was absorbed.
4. Credit taking session--a time to take credit for achomplishments and recieve positive feedback.
5. Group sessions-(1/4 of the student body at a time) further discuss the critical thinking assignment of the day before--The session is run by students with guideance of tea or councelor.

The philosophy of the Critical Thinking program is ingrained in the way the class is handled. The students are asked to examine their role when in a confrontation--What do they need to take care of themselves? Then, know that both students and staff will be held accountable for th actions and performance.

AYOS also offers the services of a Counselor Advocate who is supportive to educational goals as well. This advocate performs outreach services coordinated service deliveries, maintains laison contacts with other sch

and other agencies and works individually with youth to improve performance.

The success of this program comes from the personal and professional commitment our staff demonstrates.

The cirriculm has been approved by the State of Oregon, making it possible to grant credits towards graduation. All teachers are certified, and new to the staff this year is a special education teacher certified to teach the special education/handicapped students.

The youth we serve have special needs, espically those having committed offenses for which they have been bound over for hearing or are wards of the state.

Developing a comprehensive service system that includes specialized educational resources plus recreation has been our undertaking. Educating and elevating the basic skills of these youngsters so that they can be integrated into the mainstream of academic society has been our top priority. Counseling is an integral part of the overall program. Assisting the youngsters in working through their problems and concerns and discovering the causes of their unacceptable behavior, produces young men and women who are mentally healthy and capable of functioning within society in an acceptable manner.

A coordinated effort to identify resources is ongoing between AYOS and the community at large. This outreach program has been established for the last several years where in students are referred by the public schools the Juvinile Courts of Multnomah County, the State of Oregon Children Services Division, Portland Youth Service Centers and parents.

The goal of this effort is:

- To develop a set of short and long range priorities for these youth.
- To assure that the services provided are the most needed.
- To determine the length of time each student should receive services depending on the existence of predefined conditions.

Preparing youth to survive in his or her own neighborhood school is the goal of AYOS. Every effort to help the student achieve including facilitating his return to school, basic skills instruction, individaul counseling and recreational activities are made to help the student succeed. By providing students with an educational option, AYOS has retained hundreds of youngsters within the educational system.

ENROLLMENT DATE

During the contract period ending June 30, 1984, a total of 102 students were enrolled in AYOS.

Beginning the school year in public schools, the students are given an opportunity to succeed in a regular school enviornment. Enrollment builds gradually during the first grading period, with the school normally carrying an enrollment fo over 50 students by the second grading period. Enrollment is not constant throughout the year, but fluctuates with the demand for services, and student transitions to other placements.

SCHOOL DEMOGRAPHICS----------

ETHNIC ORGIN	Black	84	82.3%
	Caucasion	17	16.6%
	Hispanic	2	1.9%
	Indian	2	1.9%
	Other	1	.98%
SEX	Male	61	59.8%
	Female	41	40.2%
AGE AT TIME OF ENROLLMENT	years		
	12	3	2.9%
	13	2	1.9%
	14	13	12.7%
	15	31	30.3%
	16	25	24.5%
	17	20	19.7%
	18	4	3.9%
LIVING ARRANGEMENT	1-Parent	50	49%
	2-Parent	22	21.5%
	Relatives	5	4.9%
	Foster care	13	12.7%
	Independent	1	.98%
JUVENILE COURT INVOLVEMENT		40	39.2%
AFS/CSD INVOLVEMENT		33	32.3%

SCHOOL DEMOGRAPHICS----------

PRIMARY REASON FOR LEAVING PUBLIC SCHOOL	academic	6	5.8%
	non-attendence	48	47%
	behavior	8	7.8%
	other	11	10.7%
NUMBER SUSPENDED OR EXPELLED FROM PUBLIC SCHOOL		17	16.6%
FEEDER SCHOOL	Adams		1
	Beaumont		2
	Benson		1
	Boise		1
	Caltion		1
	Cleveland		6
	Franklin		10
	Grant		12
	Jefferson		28
	Lincoln		2
	MacLaren		4
	Madison		6
	Marshall		5
	Oackley Green		2
	Open Medow Learning Ctr.		1
	Portsmouth		2
	Roosevelt		3
	Tubman		1
	Washington-Monroe		1
	Wilson		2

SCHOOL DEMOGRAPHICS----------

FEEDER SCHOOL (cont)	Whitaker	1
	Other	2

* This information is requested at the time of the student's enrollment, however, due to some student's reluctance to make this information available to us, it is not recorded for every student. Therefore, these figures may be low.

TRANSITIONS FROM AYOS----------

At the end of the school year, our records indicate that 55% of the students had sucessfully transitioned to public school or other satisfactory placements. Alternative placements include community college, G.E.D. program, Job Corps, etc.

CIRRICULM----------

Mathmatics	M 1-2, 3-4 MIA 1-2 MPF 1-2	General Math Introduction to Algebra Personal Finance
English	E 1-2,3-4,5-6	Freshman, Sophmore, Junic
Reading	EDR 1	Developmental Reading
Social Studies	SS 1-2,3-4,5-6	American History Community Problems Government/Economics
General Science		Earth Science Geology of St. Helens Body Systems
Physical Education/Health		General PE

LANGUAGE ARTS

17.75 quarter credits granted
140 grades awarded

Language Arts classes involved instruction in the areas of reading, writing listening and literature. Emphasis was placed on the parts of speech, sentance structure and writing skills. Daily journal writing was utilized to introduce students to creative writing and to develop writing skills.

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DEVELOPMENTAL READING

29.5 quarter credits granted
125 grades awarded

Students were helped to improve their area of greatest weaknesses by individualized programs designed for each one. Students were instructed in basic survival skills such as following written instructions, reference and study skills, reading comprehension and litery skills.

MATHMATICS

72.25 quarter credits granted
120 grades awarded

General math 1-2 consisted of individualized instruction in mathmatical compentency areas based upon weaknesses discovered in diagnostic testing The course focused on instruction on the operations on whole numbers, fractional numbers, decimal numbers and percentages.

General math 3-4 consisted of individualized instruction in whole number operations, fractional number operations, decimal number operations, percentages, ration and proporation, pre-algebra and geometry.

Personal Finance consisted of budgeting, interests, purchasing, taxes, banking and consumer protection.

The Introductory Algebra course (MIA1-2) comprised a basic review of mathmatical skills, properties of numbers, signed number operations, linear inequalities, factoring polynumerals, simplifying algebraic fraction and combining algebraic fractions. The students also did and extensive study of standard english mesurement.

SOCIAL STUDIES

43.75 quarter credits granted
124 grades awarded

Community Problems covered enviornmental issues including ecology and energy conservation; consumer issues; geography; youth and the law; values clarification;and such specific community problems as racism, community relations with the police and religiuos conflicts.

American History covered the settlement of America, the Revolutionary War, an analysis of the constitution, industrialization, urbanization, social reform, protest groups, forien policy, powers of the presidency, the election process, and problems facing modern America.

Government and economics included a survey of local, state and federal governments their history, structure, function, and relationships with one another; other governmental structures; the role of the worker; career education; basic economic problems; micro and macro economics, and technology and specialization.

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SCIENCE

15 quarter credits granted
9 grades awarded

General Science was offered to students needing this credit for graduation Earth Science and body systems was covered, as well as a short unit on natural disasters.

PHYSICAL EDUCATION/HEALTH

AYOS provided organized recreational activities including basketball vollyball, swimming, softball, bowling etc. The Matt Dishman Community Center made its facilities available to AYOS for some of these activities.

Health included; communicable diseases; drug and alcohol abuse;anatomy; and Enviornmental polloution.

LECTURES

Lectures are designed to give our students information on special subjects We had topics such as; Human Sexuality, Job Discrimination, and African Awareness.

CREDITS AND GRADES EARNED----------

A total of 416 passing grades were earned by the 1983-84 student population culminating in 183.5 quarter credits being earned and transferrable to the students public home based school.

A student who has had more than nine unexcused absences during a grading period could not receive credit. Students who failed to complete suffient work for a class did not receive credits or grades. Students who exceed the number of allowed absences or who did not complete their work were given the time to make up the work.

TEAM TEACHING----------

This is the second year that AYOS has implemented the team teaching approach. All teachers are utilized in the classroom at one time. Emphasis is placed the one-on-one skills instruction which most students require to improve their academic skills. We will continue with the team teaching approach because of the success we had last year.

The lead teacher for each class, the teacher certified in that particular area, is aided by the two remaining teachers. This additional assistance in each class helps students' individually understand and complete assignments, provides personal support to students, and helps maintain order in the classroom.

The staff is also experienced in the area of compentency development. Compentencies were written by the Opportunity School which were compatible with both district goals and the basic school philosophy. That is they should prepare a student for survival in society.

COUNSELING----------

At the time of enrollment, a thirty minute intake conference including incoming student, parent, counselor and director is held toassess student' academic attendance, or behavioral problem areas in which the student need improvement. Records have been requested from the feeder school, and the public school administrator or counselor is consulted to determine the specific reasons for a student's referral.

During this conference, the student is encouraged to discuss the "problems and to participate in setting academic and behavioral goals while attendin AYOS. A plan is developed for each student to insure that the student will benefit from his/her enrollment at AYOS, as well as the establishment of goals for the student eventual transition to public school or other appropiater settings. (community college G.E.D. program, vocational training, Job Corps, etc.)

The counselor/advocate works cooperatively in case planning with feeder school counselors and administrators, CSD caseworkers and court counselors

Subsequent conferences are held throughout the term to check individual student progress. Goal setting is an integeral part of the conference.

TYPES OF CONFERENCES

- initial
- progress
- referral
- parent
- caseworker/courts
- educational
- transitional
- parole and probation officers

AYOS office of student services utilizes various report methods to evaluate student progress.

- Student need assessment form
- Conference sheets
- A-1 attendance report
- Report cards
- pre and post tests
- Daily progress reports

In conclusion, students who enter our program are given that second chance that they so desparately need to improve their poor self image and low skill level. We believe that without interventionary help, many of our students would face a marginal life of welfare dependancy and hopelessness or criminal activity which would cost our community and city untold dollars. We offer these youngsters a positive learning enviornment, an opportunity to enhance self images, a means to accept responsibility for attendance, methods to improve skills and the possibility to experience success. When they return to their regular classrooms, they are better able to cope with the education process. Making that idea a reality for our youngsters so that every young person who passes through our doors can be able to develop his/her potential in freedom and dignity and become productive members of our society is our main objective.

COPIES OF THIS REPORT TO:

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Marilyn Turner, Director of District Programs
Kan Yagi, Evaluation Specialist